DOCUMENT RESUME

ED 134 371 RC 009 641

AUTHOR Kuvlesky, William P.
TITLE Counseling Needs of Rural Teen-Agers: What Can We Do With the Family.
PUB DATE 7 Feb 77
NOTE 25p.; Paper presented at the Annual Childhood Development and Family Studies Program of Purdue University (2d, West Lafayette, Indiana, February 7-8, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Adolescents; Counseling; *Family Role; Generation Gap; *Nondirective Counseling; *Parent Child Relationship; Parent Role; *Rural Youth; *Teenagers; *Youth Problems

ABSTRACT

By the late 1960s, rural youth seemed to have become very similar to urban youth in their value orientations, aspirations, and behavioral patterns. As a result of the changing moral standards, alternative family forms, and new forms of community life, youth need help in selecting among the various alternatives. Therefore, one of the most important felt needs youth have is for effective adult counseling. Yet, this need has often been neglected or given low priority. For the most part, "counseling" exists only in reference to rather superficial, group-based programs located in the schools. The breakdown in communication between the parent and child that often occurs during adolescence can prevent parents from serving their counseling needs. The possibility for improving the potential of parents as counselors will largely depend on resolving to some extent the communication problems. Therefore, both parents and youth need to be sensitized to the natural transformation occurring in their relationships and what this may require in terms of mutual accommodations. This can be done through nondirective ways, i.e., panel discussions, buzz sessions, and television programs focusing on the needs and problems of local youth. Appended is a "Nondirective, Self-Implemented Instrument for Initiation of Parent-Youth Communication" which consists of two forms, one for the parent and one for the child. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134371

COUNSELING NEEDS OF RURAL TEEN-AGERS: WHAT CAN WE DO WITH THE FAMILY*

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

William P. Kuvlesky

The Texas Agricultural Experiment Station
Texas A&M University

RC009641

*Presentation given at the Second Annual Childhood Development and Family Studies Program of Purdue University, West Lafayette, Indiana, February 7-8, 1977.

Introduction

Young people constitute the most important natural resource of any society. The future of our country depends entirely on the cultivation of this resource. There is no more productive way to invest our time, effort, and money than in the task of helping our boys and girls develop into productive human beings capable of coping with an ever-changing and increasingly complex social environment.

Rural youth constitute a large portion of our young people: over 25 million people under 25 years of age were counted as residents of rural areas in the 1969 U.S. Census. More than one out of every four persons of this total age grouping in the U.S. was a rural resident. Rural young people in the U.S. constitute a large and important population; and, they are deserving of much more attention and concern than they are presently receiving. We need to know a lot more about the life situations, felt needs, and patterns of behavior of rural young people than we do if we are to serve them well. This need has only recently been given an explicit focus among rural sociologists: two years ago we organized a national organization to serve this purpose - the Rural Youth Research Group of the Rural Sociological Society. However, over the last several decades, a relatively small group of rural sociologists and other social scientists have accumulated a considerable body of scientific knowledge about the attributes, life conditions, and aspirations of rural youth. I have tried to pull this knowledge together in several recent publications (Kuvlesky, 1973; Kuvlesky, 1976). Others have attempted to provide facts, figures, and policy and program suggestions relevant to rural youth and their particular needs (Burchinal, 1965; Nash, 1965; Henderson, 1970; Tamblyn, 1971;

Moe and Tamblyn, 1974). I refer you to these materials now because it is not my intention to present a scholarly overview here. Rather, I'd like to draw a broad picture of the circumstances of rural youth, specify some of their more pressing problems, and offer some suggestions about how we might meet a few of their general and basic needs.

I have spent the last 15 years researching and writing about rural youth. During this time, I have talked with many rural youth, rural educators, and policy makers concerned with problems of rural youth. From these varied experiences, I have reached a number of general conclusions. One of these is that we do a tremendous amount of talking and writing about the problems rural young people face, but, very little ever seems to be done to really help the individual young person solve these problems. You have come to this conference with the desire to gain knowledge and ideas that will help you find ways to do something for the families and youth in your communities. It is my sincere hope that I can provide you with something of value to accomplish this objective.

Perhaps it would be useful at this point to spend a little time to see what we know about rural young people.

What We Know About Rural Youth

I would like to find out your opinions about rural youth. Please take a few minutes to indicate whether these following questions (i.e., "Quiz on Rural Youth") are true or false:

1. Rural youth have low educational and job aspirations.
2. The vast majority of rural boys and girls want to live in rural areas or small towns.
3. Rural youth have strong family orientations and, consequently, have few family problems.
4. Rural kids have very conservative social and moral values, as compared with other young people.
5. Rural boys and girls are less likely to be influenced by strong peer associations than other youth.
6. Rural kids have fewer emotional and psychological problems than other youth.
7. Rural boys and girls are more independent and self reliant than city youth.
8. Teen-agers from small towns and rural areas are well informed about sexual relations.
9. Rural kids are not as likely to use drugs or alcohol as urban kids.
10. Rural boys and girls value their religion very highly.

In my judgment, all of these statements are false; and I have solid research evidence to support my conclusions in many cases. Yet, these constitute widely held beliefs about rural young people. These are stereotypes often maintained by those having romantic notions of rural life or those not knowledgeable about rural youth. As with other stereotypes, some of these can be harmful. The major harm they can do is to cover the great diversity that exists among our rural youth.

In general, rural youth are not very different from urban youth in their value orientations, aspirations, and many behavioral patterns. Most desire to realize the "American Dream" - to improve their social position relative to their parents. Almost all want education beyond high school, they tend to want and expect white collar jobs, secure employment, and a good income. (See Table 1) They generally desire to marry late, have small families, and desire to live in or near large cities. Their values tend to be structured similarly to those of their urban counterparts. They tend to value education, job, and money ahead of family, religion, and type of place of residence. Adolescents and young adults every where are constantly concerned with ego security - saving face and being liked, concerns over sex and boy-girl relationships, and with questions of moral behavior.

It is true that in all these respects and others, sociologists have found statistically significant general differences between rural youth and urban youth. But, for the most part, these differences are not large; and, the differences among rural and urban youth is of far greater significance than the differences between the two groups. Almost without exception, variation in social class, and sometimes sex, accounts for far greater differences in values, aspirations, and behavioral patterns than rural vs. urban residence. Differences of a more specific kind cut across youth in every category - farm, rural, urban, poor, middle class, and etc. It is my conclusion that these variations can largely be explained by particular differences in family socialization and interaction and other specific interpersonal experiences. This explains why two boys, otherwise similar in background, often have a different set of values or a very different set of aspirations.

Talbe 1. Occupational Aspirations of Rural Youth by Ethnic Group and Sex: 1972-1973.

Aspiration	Males*				Females*			
	Navajo	Mex. Amer.	Black	White	Navajo	Mex. Amer.	Black	White
	-----------%-----------				-----------%-----------			
1. High Professional	11	8	7	8	6	6	2	3
2. Low Professional	9	25	11	20	26	51	39	33
3. Glamour	5	9	27	12	2	8	17	16
4. Managerial	10	15	6	26	3	1	0	1
5. Clerical and Sales	0	3	3	1	41	20	23	29
6. Skilled	38	20	18	19	9	6	10	4
7. Operative	18	3	7	4	1	1	2	0
8. Laborer	1	4	5	3	7	2	4	4
9. Housewife	--	--	--	--	1	0	0	7
No information	8	14	15	7	3	5	2	3
TOTAL	100	101	99	100	99	99	99	98

*All youth were high school sophomores. The Navajo were from Arizona and all other ethnic types were from Texas.

Inferences from research on skill development and other aspects of personal and social development indicate that rural youth may suffer relative disadvantage in development from differences in the contextual or institutional variations existing between rural and urban situations relative to socialization, education, and training (Kuvlesky, 1973). Haller (1969) clearly supports this contention with results from an overview of research findings on attributes of rural youth related to education. He indicates that in general, rural youth start school with about the same level of capabilities and aptitudes as their urban counterparts, but, they tend to fall progressively behind as they grow older and move through the school grades.

There is little doubt that there are general environmental differences that exist between rural and urban - especially urban, metropolitan places--that produce situational and institutional differences for rural youth as compared with urban youth. The lower density of population coupled with the relatively lower level of economic development of nonmetropolitan vs. metropolitan areas certainly creates differences in the social environment which have an important bearing on how the developmental needs of youth are met (Moe and Tamblyn, 1974: Appendix). For instance, rural areas, relative to metropolitan areas, will generally offer fewer and more limited alternatives for exposure to a variety of leisure uses of time and cultural depositories (Allen, 1968). Also, the schools rural youth attend are generally much smaller, less adequately equipped and staffed, more limited in diversity of courses and programs and generally poorer than most metropolitan schools, excluding the center city (Tamblyn, 1971; Burchinal, 1965; Henderson, 1970:3-19). In addition, we know that in many cases, rural youth's day-to-day living circumstances must be viewed as disadvantageous

relative to their urban counterparts. They do not have access to the same degree or variety of health and medical programs (Taft and Byrd, 1972). It is also likely that in some areas many rural youth are still living in poorly constructed or deteriorated dwellings.

While rural youth may suffer disadvantages as noted above, certain aspects of their life experience as compared with urban youth might be considered advantageous: a greater frequency of interaction with family, an earlier and greater involvement in work roles, and an opportunity to participate more or less freely in outdoor activity. Again, however, we must keep in mind that great variations exist among rural places in the respects mentioned above -- and, in urban settings as well.

Are rural youth changing? Yes, and they have been for sometime in reference to their status aspirations and values. Some recent evidence exists to indicate that at least among some rural youth, aspirations and expectations for social achievements are being lowered and that their value hierarchies are being reordered to some extent (See Table 2).

By the late sixties, rural youth of America seemed to have become very similar to urban youth in terms of generally adopting the "success ethic" -- the striving for the "good, materialistic life" and related values and orientations. However, about this time social scientists began to note what they thought was a growing "generation gap" between young people and their elders. Reich in his book, The Greening of America, (1970), which was widely read and quoted at the time, proclaimed that American society was undergoing a bloodless, youth-led revolution in values. More recently, Daniel Yankelovich (1974) reported a set of poll findings from a nationwide longitudinal study from which he concluded that a dramatic change in values is taking place among young people in

Table 2. General Patterns of Change Between 1966 and 1972 in Status Aspirations and Expectations of White Teen-agers From Rural East Texas.

	Education	Occupation	Place of Residence	Family	
				Age of Marriage	Size of Family
Aspiration Level	Lower	No General Pattern	Urban to Rural	Younger	Smaller
Expectation Level	Lower	Lower	Urban to Rural	Younger	Smaller
Intensity of Aspiration	Down	No Change	No General Pattern	Up	
Certainty of Expectation	More	More	More	(No measures)	

the USA. In his own words, "Indeed, so startling are the shifts in values and beliefs between the late 1960's . . . and the present time that social historians of the future should have little difficulty in identifying the end of one era and the beginning of a new one" (p. 3).

Personally, I am not convinced that a radical shift in values is taking place among our rural youth. More likely, the impact of the stark realities of Viet Nam, the long struggle for civil rights by minorities, and the Watergate disaster has developed a more realistic or pessimistic orientation among the young. Today's youth may be in the process of trying to clear-up the ambiguities and confusions apparent in our ethics, moral codes, and values. I believe many are.

While I have been generalizing freely here, keep in mind that rural youth constitute a very diverse population. The values, aspirations, and circumstances of rural youth will vary by age, sex, social class, individual attributes, and local social conditions. If our ultimate objective is to serve youth in helping them achieve their self-determined ends, we must constantly keep in mind this potential for diversity (Kuvlesky, 1976:4-9).

As a result of our increasingly pluralistic society, today's youth face a much more difficult time getting themselves together than most of us did. Alternative life styles, differing dramatically, do exist and offer potential alternatives for living most of us never dreamed of. As a result of these alternatives, rural youth have greater opportunities to realize their ultimate life goals and more opportunities to make a mistake that will hinder their progress toward those ends. Changing moral standards, alternative forms of the family, new forms of community life, and other new possibilities flood their horizon. They need help in selecting among these alternatives.

Parents and the Adolescent: A Portrait

While it is a common belief that the so-called "generation gap" separating parents and their offspring is widening, accumulated sociological research findings strongly support the conclusion that the parents, particularly the mother, remain the single most important and strongest influence on young people. I think there is a tendency to confuse the natural process of assertion of self and escaping from parental authority, common to adolescence, with an imagined basic difference in life views and social values. Certainly, basic differences often evolve between maturing children and their parents; however, almost always a struggle develops between the young person and his parents relative to the increased desire for autonomy and independence on the part of the young person. This is a normally stressful - often traumatic - process for the entire family (Nye and Berardo, 1973:Chapter 8).

Too often parents find it difficult to alter the directive type of they have structured in their relationship with their children. So, as they have through all time, the children rebel and the parents gripe, holler and complain. A pattern of negative reaction is quickly established. The normal result of this is mutual avoidance behavior - "staying out of each other's hair" and conversing superficially only on safe subjects. The more the parents preach, nag, and complain, the more compelling is the desire toward avoidance. At some point the situation normally settles into an established routine characterized by social contact of a relatively superficial nature, sporadically breaking into conflict. It is common during later adolescence for this situation to have progressed to the point where communication is difficult to maintain between the parent and the young person: the elder will say "you can't talk to these young people

today - they won't listen," and the young person will say, "my parents don't understand me - all they do is preach." The wide gap created between the parents and adolescent or young adult is not so much due to a difference in values and life outlooks as it is the result of a break-down in effective communication; the end product of failure to redefine long-established but outmoded role relationships.

The picture I have drawn here describes a situation that exists to some degree in every family situation involving an adolescent. The young person often is forced to look away from the family to others for his ego needs, social satisfactions, and the personal understanding and counseling he so badly needs and wants. Others - friends, teachers, older brothers or sisters - sometimes fill these needs and become influential "significant others" or role models. Even so, generally much affection and respect remain for the parents. This offers a continuing opportunity for renewal of a productive and rewarding relationship between the parent and child. This is often not achieved until the young person has established himself as a status equal - a fully independent, self-sufficient adult.

Most of us would agree that the ultimate objective of having and rearing children is to produce a confident, responsible, and independent human being. Yet, it is common for parents, schools, and other institutions to interfere with the young person's development toward these ends (Smith, 1976: 2-3). In our society, we strongly believe in the right of self-determination and individual autonomy: the right of the individual to pursue his values and satisfactions with minimal interference. It isn't surprising that young people generally rebel in one way or another. They must, and they will!

Counseling Needs of Youth

The problems youth face in developing themselves, living their day-to-day lives, and in attempting to plan for their futures are formidable. Often they have the uncomfortable feeling that they need help; and, all too often they don't know where to find it. Without question, one of the most important felt needs youth have is for effective adult counseling. Yet, generally we have neglected, or given low priority to, the obvious need for comprehensive and intensive, continuing guidance and counseling for adolescents and young adults.

For the most part, "counseling" exists only in reference to rather superficial, group-based programs located in the schools. Usually these are narrowly focused on course selection, vocational guidance, and severe discipline problems. Even when a school counselor has a sincere interest in providing a broader function, he is unable to do so because there are too many young people to serve with too few people. Counseling programs outside the school, if they exist at all, usually consist of an eclectic set of uncoordinated "special-problem" oriented programs. Often these are staffed with people more interested in preaching, recruiting, or changing young people in particular ways than concerned with helping them meet their self-defined needs and life goals. Perhaps most rural communities are fortunate in that they generally have fewer of these programs than urban places!

What are the most-pressing felt-needs youth have for counseling? The best way to get an answer to this question is to ask the young people themselves. We must keep in mind that the felt-needs and self-defined critical problems will differ from one person to another and will vary from one point in time to another for the same individual. However, my experience

leads me to the conclusion that there are at least several really pressing needs that continue to bug young people for long periods of time. I offer these to you in the order of importance that I think most youth in mid-adolescence would place them in, as follows:

(1) Lack of self-confidence, self-assurance, and feelings of inadequacy. Perhaps, this is the universal human problem; however, it is particularly pronounced during adolescence and the period of transition into young adulthood. Young people need respect and recognition and opportunities for personal initiatives.
(2) Questions of moral values, particularly those involving sex, boy-girl relations, drinking, and the use of "grass" and other drugs. How does one know what is appropriate, right, and good?
(3) Uncertainty about the future, about who they are and what they can become relative to what they want to become. This is not simply a matter of having specific goals and striving for them. It is a question of what goals should I have and how do they hang together? Obviously, this involves a need to evolve a rather explicit value hierarchy and strategies to implement it. And, a need to enter into a painful process of self-evaluation, balancing desires with the realities of abilities, opportunities, and conflicting desires for short-run satisfactions and long-run gains.

It should be evident that these problems play into one another and that there are no simple and easy solutions to them. If you have taken the time to search young people out and have had the patience to listen to them, you have a good gut feeling for their concerns.

For several years, I have been firmly convinced that the most pressing and immediate need of rural youth in our society today is to have access to readily available, broadly oriented, nonjudgmental life counselors. Many of the disadvantages rural youth suffer in psychological and skill development and in reference to training can best be accomplished through the school or school related organizations. Other needs, such as having access to alternative leisure activities, experiencing culturally and socially broadening experiences, and enjoying the company of age peers, can be served through the various youth organizations that adults provide for them in most

communities. This is not to say that these institutions can not perform a part of this larger function directly or indirectly for some youth, because they can and do. However, I am pessismistic about our capability to provide for all youth the broad-life counseling function they need and want so much through these institutions.

What Can We Do With The Family?

Only recently have I begun to think about the possibilities of developing ways to organize within communities for the purpose of stimulating potentials for providing this function within the family. What could be more logical or natural? Who has the most access to young people? Besides, most parents and children recognize this broad counseling function as a legitimate aspect of the parental role. But, how can we resolve the role conflict problems which tend to evolve between parents and adolescents? In some cases, it is possible that we can't. If there is a way to attack this problem systematically and on a broad front, it will have to involve nondirective ways of improving communications and role relationships between young people and their parents.

You will quickly observe that I am much better prepared as a research sociologist to describe problems than I am to offer solutions for them. However, I am sure this problem is not restricted to researchers and sociologists. What I have proposed is not an easy task. It certainly will require the expertise of family and child development specialists and the working experience of community leaders if it is to be accomplished.

The break-down in communication between the parent and child that often takes place during adolescence can prevent parents from serving the counseling needs for young people. Obviously, the stress created from this situation also has a negative impact on quality of family life and

feeds the psychological insecurities and the feeling of social marginality commonly experienced by young people. Good, honest, easy communication is the bed-rock of a good, continuing social relationship. How then can we intervene in a relatively unobtrusive way to influence this situation between the parents and their children?

The obvious first step required for anyone intending to deal with the problems of rural youth is to become informed about them: every action agent should know their clientel. Create friends with youth in your local area - a variety of youth. Get to know them as individuals and talk with them about their problems, their activities, their dreams and fears. This will provide you with the ability to form your own judgments about the validity of the judgments I have offered you earlier. Control your urge to preach - youth are preached at constantly at home and in school and it turns them off. Learn to listen and probe.

The possibility for improving the potential of parents as counselors will largely depend on resolving to some extent the role conflict and communication problems described earlier. The first requirement in this regard is to sensitize both parents and youth to the natural transformation taking place in their relationships and what this may require in terms of mutual accomodations. The critical need in this regard is to strengthen or create the open flow of reciprocal, honest communication of opinions, attitudes and feelings. There are a number of ways of attempting to accomplish this difficult objective. Your groups (if you don't have one you can always organize one) can use your resources and facilities to initiate panel discussions on the problems of parent-youth relationships, involving the local young people as participants. Buzz sessions can be

organized at the neighborhood level, in the context of a church group, or among the membership of an adult club where a discussion leader can guide parents through analyses of their role relationships with their young people. Perhaps, the most effective tool that can be used in the sense of achieving widespread and continuing impact would be to get a regular (i.e., weekly or monthly) show on the tube focusing on the needs and problems of local youth. Panels of youth, family and youth specialists, and local leaders with sincere interests in young people could be utilized well in this regard. I have seen such shows done on occassion and they do hold the interest of youth and their parents and often stimulate discussion. I will not be so presumptuous as to tell you how to implement such things. The Extension Service here at Purdue has the specialists with the expertise to provide assistance on this.

I do have a particular technique I am working on that is easy to use, requires little resources, and is implemented by the family members themselves. It can be utilized by anyone having contact with either youth groups or adult organizations. I haven't yet tested it, and, I can only speculate that it will help get a parent and child communicating in a way that can lead to activation of the counseling function of the parental role. I have labeled this the "Nondirective, Self-Implemented, Instrument For Initiation of Parent-Youth Communication". It consists of two forms - one to be filled out by the parent and another by their child (See Appendix A).

Perhaps, I can take advantage of my position here to get your reactions to it. Try out the "Parent's Form" now and let me know whether or not you think a parent could restrain their eagerness to compare their responses with

their child's. Obviously, this type of treatment could be extended in small increments, gradually leading up to more sensitive topics, some of which may involve latent parent-child conflicts in values and attitudes. This idea has good potential, but, it needs to be tested. I would certainly appreciate your assistance in this regard. If you do decide to try it out when you get back home, please write to let me know. how it worked and to give me suggestions for improving it.

The sociologists and child development specialists are not the only sources of ideas and knowledge about how to get youth the counseling they need - we may not even be the best source. Many of you have ideas, knowledge, and information about this. In closing, I would like to ask you in all sincerity to share your ideas and knowledge with me and others here at the conference.

REFERENCES

Allen, I. L. (1968) "Community size, population composition, and cultural activity." Rural Sociology 33 (September):328-338.

Burchinal, L. G. (ed.) (1965) Rural Youth in Crisis: Facts, Myths, and Social Change. Washington, D.C.: U.S. Department of Health, Education, and Welfare.

Haller, A. O. (1969) Rural Education and the Educational and Occupational Attainments of Youth. Las Cruces: ERIC-CRESS New Mexico State University.

Henderson, G. (1971) America's Other Children: Public Schools Outside Suburbia. Norman: University of Oklahoma Press.

Kuvlesky, William P. (1973) "Rural youth: current status and prognosis." Pp. 321-345 in David Gottlieb (ed.) Youth in Contemporary Society. Beverly Hills: Sage Publications.

Kuvlesky, William P. (1976) "Rural youth in the USA: status, needs, and suggestions for development." Presented at the Fourth World Congress, Torun, Poland.

Moe, Edward O. and Lewis R. Tamblyn (1974) Rural Schools as a Mechanism for Rural Development. Austin, Texas: National Educational Laboratory Publishers, Inc. ERIC-CRESS, July.

Nash, R. C. (ed.) (1965) Rural Youth in a Changing Environment. Washington, D.C.: National Committee for Children and Youth.

Nye, F. Ivan and Felix M. Berardo (1973) The Family: Its Structure and Interaction. New York: Macmillan Publishing Co., Inc.

Reich, C. A. (1970) The Greening of America. New York: Random House.

Smith, Barbara (1976) "Adolescent and parent: interaction between development stages." Center for Youth Development and Research, Quarterly Focus. St. Paul: University of Minnesota.

Taft, E. A. and F. M. Byrd (1972) "Black families under stress: a metropolitan-nonmetropolitan comparison of individual and family disability in a southern area." Departmental Technical Report, Prairie View A&M College, Prairie View, Texas. Report No. 72-1.

Tamblyn, Lewis R. (1971) "Rural education in the United States." Washington, D.C.: Rural Education Association.

Yankelovich, Daniel (1974) The New Morality: A Profile of American Youth in the Seventies. New York: McGraw-Hill Book Company.

APPENDIX - A

The Nondirective, Self-Implemented, Instrument For Initiation of Parent-Youth Communication

We know from many years of research that both young people and their parents have fairly specific aspirations and expectations for the future of the young person and that they can specify these without any difficulty in most cases. Furthermore, we know that often the profile of projections for the young person held by that person and his parents are often different; and they are often unaware of this. Past experience in interviewing indicates that almost all young people and their parents enjoy answering the kinds of questions used in this instrument. For these reasons, the instrument should be readily accepted by most people.

The administration of these forms is done by the subjects themselves. All that is necessary is to provide a set to either the parent or their offspring. It should be suggested that the forms be completed in private by each person and then compared and discussed. The discussion will undoubtedly go beyond the specific topics on the form. In dealing with parents, it is important to emphasize the need to be nonjudgmental in the discussion with the young person - stress the need to listen and probe and the need to control the common tendency to evaluate and preach.

Parent's Form

Most parents have more or less clear ideas of the future they would like for each of their children. They have hopes and aspirations for their boys or girls in terms of the kind of education they should have, the type of job they could do best at, where they would like to live, and so on. Very often a parent will keep these things to himself or herself. The young person has similar notions about his future and often needs to discuss them with others more experienced in life. Why not you? See if you can answer the following questions about your child and then discuss them with him or her.

A. Hopes and Aspirations For (Name) .

1. What kind of education would you like (Name) to get?_____

2. What kind of job or work would you most desire (Name) to have as a lifetime career?_____

3. What kind of person would you like to see (Name) marry?
   (a) How much education?_____
   (b) What kind of job?_____
   (c) What religion?_____
   (d) List other things you consider important._____
   _____
   _____
   _____

4. At what age would you like (Name) to get married?_____

5. How many children do you think would be ideal for (Name) ? ____

B. Our Values

Rank the following things in terms of their importance to you and the importance you feel your (Name) would give them. Give the most important a 1, the second most important a 2, and so on until you have a number for each one through 7.

	Do First (You)	Do Second (Name of Teen-ager)
(1) To get as much education as I want.	___	___
(2) To marry the right person and raise a family.	___	___
(3) To live in the kind of place I like most.	___	___
(4) To have all the free time I want.	___	___
(5) To have all the money I want.	___	___
(6) To get the kind of job I really want.	___	___
(7) To practice my religion.	___	___

Young Person's Form

All young people have some ideas about the things they would like to do in life. All of us have desires about our education, the kind of job or career we would like most, the kind of person we would like to marry, and so on. Most young people enjoy discussing these ideas with others; but they are often reluctant to do so. Very often our parents don't have a clear idea of our aspirations for life. Please answer the following questions and then discuss them with your mother or father.

A. My Aspirations

1. How much education or training would you like to get?_____
2. What kind of job would you most like to have as a lifetime career?
   _____
3. What kind of job do you really expect to have most of your life?
   _____
4. Starting a Family
   (1) Do you want to get married?_____
   (2) At what age would you like to get married?_____
   (3) Ideally, how many children do you want to have?_____
   (4) What kind of a person would you like to marry?
      (a) How much education?_____
      (b) What kind of job?_____
      (c) What religion?_____
      (d) List other things you consider important._____
      _____
      _____
      _____

B. My Values

Rank the following things in terms of their importance to you. Give the most important a 1, the second most important a 2, and so on until you have a number for each one through 7.

		Rank
(1)	To get as much education as I want.	___
(2)	To marry the right person and raise a family.	___
(3)	To live in the kind of place I like most.	___
(4)	To have all the free time I want.	___
(5)	To have all the money I want.	___
(6)	To get the kind of job I really want.	___
(7)	To practice my religion.	___